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ABSTRACT

Designed primarily for instructors and others who will use Mountain-Plains produced curriculum products, this orientation guide accompanies twenty-two units of curriculum materials developed to carry out the Mountain-Plains mission of testing and reporting the advisability of residential career education as a method of improving the economic potential and lifestyle of disadvantaged families. This guide describes the Mountain-Plains curriculum delivery system which basically consists of a series of individualized learning activity packages, guides to their use, matching tests, and a method of keeping track of student progress. Chapter 1 of three chapters discusses the philosophy, nature and common elements associated with individualized instruction, and delineates the Mountain-Plains curriculum delivery system, including various flow charts, diagrams, and forms. Chapter 2 discusses how the test center fits into the system, and chapter 3 explains the instructor data reporting subsystem and its relationship to the total system. A sample curriculum unit (CE 014 647) and an instructor's guide (CE 014 652) are also available. (Additional Mountain Plains curriculum materials, including twenty-two instructional units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at the Ohio State University.) (BM)

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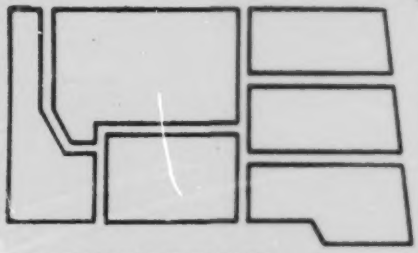

A REGIONAL PROGRAM IN
COMPREHENSIVE FAMILY EDUCATION

ED150367

CURRICULUM AND
DATA REPORTING

ORIENTATION GUIDE FOR MOUNTAIN-PLAINS STAFF

Research
Services
Division

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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1. Curriculum Change Form (green sheet)
2. Proposal For Progress Change

INDIVIDUALIZED INSTRUCTION

PROGRAMS WHICH ARE
COMPETENCY BASED, UTILIZE VARIOUS
MULTI-MEDIA MATERIALS,
PROVIDE A SELF-PACED CURRICULUM AND
ARE GEARED TOWARD THE LEARNING NEED
AND CHARACTERISTICS OF THE INDIVIDUAL
(ONE OF MANY DEFINITIONS)

SOME COMMON ELEMENTS ASSOCIATED WITH INDIVIDUALIZED INSTRUCTION

ELEMENT 1: STUDENT CENTERED CURRICULUM

A. A student may pause for remedial assistance and re-enter at any time without being penalized.

B. You are able to provide a list of minimum course objectives (in performance terms) if requested by the student.

C. Student requirements are individually prescribed and student/teacher negotiated.

ELEMENT 2: OPEN ENTRY/OPEN EXIT

A. Students are permitted to complete the minimum requirements prescribed for them, receive credit and exit; take advanced work; or pass to the next level.

B. It is relatively easy for students to enter your course during the year without creating a situation frustrating for the student.

C. A specific record is used to monitor individual progression through the academic program. This should indicate skills, knowledge, and possible attitudes possessed by the student and should be transferred to each advanced level to promote continuous progress.

ELEMENT 3: FACILITIES AND MEDIA

A. Class facilities provide for individual undistracted study.

B. Student operated audio-visual equipment is being used.

C. A subject area resource center is readily accessible for acquisition of needed materials.

D. Multi-media learning is being used.

E. There is a variety of learning experiences for most concepts.

F. There are flexible curriculum materials (such as instructional packages, job sheets, etc.) for the majority of the curriculum.

ELEMENT 4: EVALUATION

A. Diagnostic pretests (written and performance) are implemented.

B. Students are given specific advanced credit, i.e., may enter course at student's own level.

C. Self evaluations (sample tests) are provided for students for trial runs.

ELEMENT 5: ANCILLARY SUPPORT

A. Teacher aides are used if needed.

B. All counselors in your school are familiar with specifics on how you are, or will be attempting to individualize.

C. The administrators are familiar with I.I. and your efforts and goals.

D. The School Board is informed and commited to I.I.

ELEMENT 6: PLANNING

A. Your present grading system coincides with individualized pacing.

B. Students are given opportunities to make decisions, and be accountable through some form of flexible class schedules.

PURPOSE

This guide is designed primarily for instructors and others who will use Mountain-Plains produced curriculum products at Mountain-Plains home site. These products were designed to carry out the Mountain-Plains mission of testing and reporting the advisability of residential career education as a method of improving the economic potential and lifestyle of selected student families in this six-state area. Criteria of success is: a) job getting, job holding and job progression; b) effective interaction with economic and related aspects of society; and c) effective family management. In the beginning, it was determined that students who are responsible for their own learning rate and who are allowed freedom of choice of learning approach and are treated as mature adults, will be better able to cope with the rigors of an adult world where one must be responsible for his actions and make choices which will be of benefit to him educationally, economically and socially. The Mountain-Plains Curriculum Delivery System as depicted here is an outgrowth of that effort. What the system consists of is basically a series of individualized learning activity packages, guides to their use, matching tests, and a method of keeping track of progress.

MEMBER STATES

USER TRIAL SITES

EXTERNAL PROGRAM EVALUATION

(PRE-CENTER/POST-CENTER)

I. Pre-Center:

Provides a demographic profile of the student population. This information is useful to instructors when a student enters his/her area as it allows the instructors to better understand the background of a student and the type of problems this student has had in the past concerning employment or family problems. (Access to files through data monitor.)

II. Post-Center:

Upon exiting the program, a student who seeks employment within the six state area is assisted by the field offices in locating employment. As a result of this contact, each state is responsible for sending an initial relocation report which includes information about that student's employment, for example: type of work, date of employment, salary, job title and student's address. This information is combined and used in a number of different reports including the management information report as well as placement reports for individual occupational areas. The instructor who is interested in an individual student may also find this information informative in evaluating the instructor's perspective of student performances in the classroom verses the world of work.

II. Program Results:

Currently the M-P program is completing approximately 75% of all entering heads of household. At entry the families average yearly income equals just over $3,100. Upon exit the potential yearly salary of those employed equals $6,300 or approximately twice their pre-center income. Employment rates increase from 45% employed pre-center to 85% employed post-center. These and other variables all attest to the impact the M-P program has had on the families who complete the requirements of the program.

CURRICULUM CHANGE

Changes to curriculum products are brought about in a specified manner and are carefully controlled and monitored by the Research Services Division. There are a number of reasons for this. To name a few, the Curriculum Department is charged with the responsibility of determining format for curriculum construction, must see that all products are produced using this format, and meet set standards of quality. For research purposes, recurring periods of stability are necessary for data input control. The department also controls the dissemination of change information to all curriculum product users. For instance, when a change occurs, the Curriculum Editor effects the change on masters and sees that the various departments in the corporation who need the change information have their satellite files updated. In tnis way, all users are using the same updated products. Finally, every attempt is made to preclude changes capriciously conceived and not in accordance with policy. Policy mandates that major changes are to be made only as the result of the deliberate examination of research-generated data providing a sound base for such change.

Formal changes are brought about in two specific ways. First, change through the use of the Curriculum Change Routing Form, commonly referred to as the Green Sheet. Second, change through the use of the Proposal for Program Change. Each is self explanatory and is provided in the form of a handout. The Green Sheet is used for all but large programmatic changes and are routed as noted on the form. Major program changes are brought about in a more formal manner and are only considered as the direct result of submission of the Proposal for Program Change.

M-P STATISTICS

- STUDENT'S AVERAGED $170.00 MORE
- 99% PASS G.E.D.
- GRADUATE PLACEMENT AT 85%
- ATTITUDES CHANGE

25 CURRICULUM AREAS

42 JOB TITLES

CURRICULUM AREA JOB TITLES

September 24, 1975

CA 24: Office Education

- Bookkeeper
- Keypunch Operator
- Clerk-Typist (6)
- Clerk
- Clerk Stenographer
- Accounting Clerk

CA 25: Lodging Services

- Maid
- Supervisory Housekeeper
- Desk Clerk (5)
- Night Auditor
- Assistant Manager Trainee

CA 26: Food Services

- Restaurant Cook
- Institutional Cook
- Kitchen Supervisor Trainee
- Second Baker (7)
- Baker Manager Trainee
- Restaurant Manager Trainee
- Chef Trainee

CA 27: Marketing & Distribution

- Mid-Management Trainee
- Checker-Cashier
- Professional Salesperson (5)
- General Salesperson
- Shipping & Receiving Clerk

CA 37: Automotive

- Transmission Mechanic
- Engine Rebuilder
- Light Duty Mechanic (8)
- Engine/Transmission Repairman
- General Mechanic
- Tune-Up and Engine Repairman
- Brake and Front-End Mechanic
- Tune-Up/Auto Air Conditioning Repairman

CA 38: Small Engines

- Small Engine Mechanic (1)

In the following Curriculum Areas, the Job Title and the title of the Curriculum Area are the same:

- **CA 70:** Carpenter
- **CA 71:** Electronics Assembler
- **CA 72:** Electrical Wireman
- **CA 73:** Plumber
- **CA 74:** Heating Systems Serviceman
- **CA 75:** Refrigeration/Cooling Systems Serviceman
- **CA 76:** Appliance Serviceman
- **CA 77:** Radio & Television Serviceman
- **CA 78:** Electric Motor Repairman
- **CA 79:** Draftsman

The areas listed below are not Job Titles but are those areas that comprise the Foundation Education Program and ancillary services.

- **CA 11:** Mathematics Skills
- **CA 15:** Communication Skills
- **CA 46:** Career Guidance*
- **CA 47:** World of Work*
- **CA 51:** Health Education
- **CA 61:** Consumer Education
- **CA 62:** Home Management
- **CA 66:** Parent Involvement
- **CA 81:** Leadership Training*

TOTALS: Curriculum Areas: 25
Job Titles: 42

*Ancillary Services

TERMINOLOGY

LAPs

Learning Activity Packages. May be packages complete with resource material, study guides, tests, etc. May also be little more than a reference to outside learning materials. In either case it has the capability of allowing students to progress logically through a learning sequence independently of others.

UNITS

LAPs are organized into units. These units can be considered to be groups of LAPs which focus on a single topic.

COURSES

Units are formed into groups called courses. Usually there are a number of courses which make up a job title. In some cases a course may be a job title.

LEGs

Learning Experience Guide. These are furnished to students at the Job Title, Curriculum Area, Course and Unit Level. Their purpose is to allow students and others a capsule look at the contents of the unit, course, etc.

TESTS

Designed to diagnose learning difficulties and keyed to LAPs in such a way that students can see where they need assistance. May also be used to prescribe learning segments. Performance Tests are used to determine whether the student is competent to proceed to the next learning segment or to successfully compete on the job market. All are criterion referenced and consistent with a competency based, individualized program.

TESTING FOR COMPETENCE

Individualized instruction as a career educational alternative is a relatively recent innovation, with Mountain-Plains cast in a role of prime mover. The Mountain-Plains approach to instruction is one of open entry-open exit with constant monitoring. Primary objectives of this type of instruction are efficiency and cost effectiveness.

Efficiency and effectiveness are both assured through the statement of specific behavioral objectives which are consistent with current market demands and other determining factors. The monitoring function is served by a system of testing interwoven with instruction. Because curriculum and test items are generated simultaneously from objectives, it is possible to embed test items in the instruction itself without loss of continuity.

Specifying behavioral objectives is no small task. The total Mountain-Plains curriculum was designed around well over 3,000 objectives. From each objective were generated not only course content but test items as well. Based on the assumption that mastery of an objective should be measured by two to five items, the total test item pool should range from 6,000 to 15,000 items. Some individual tests have as many as 1,000 items (the two tests that do contain this number of items are actually collections of shorter tests administered together as a job title test; e.g. the twelve course tests taken by an individual training for the job title "General Mechanic" have a combined total of over 1,000 items).

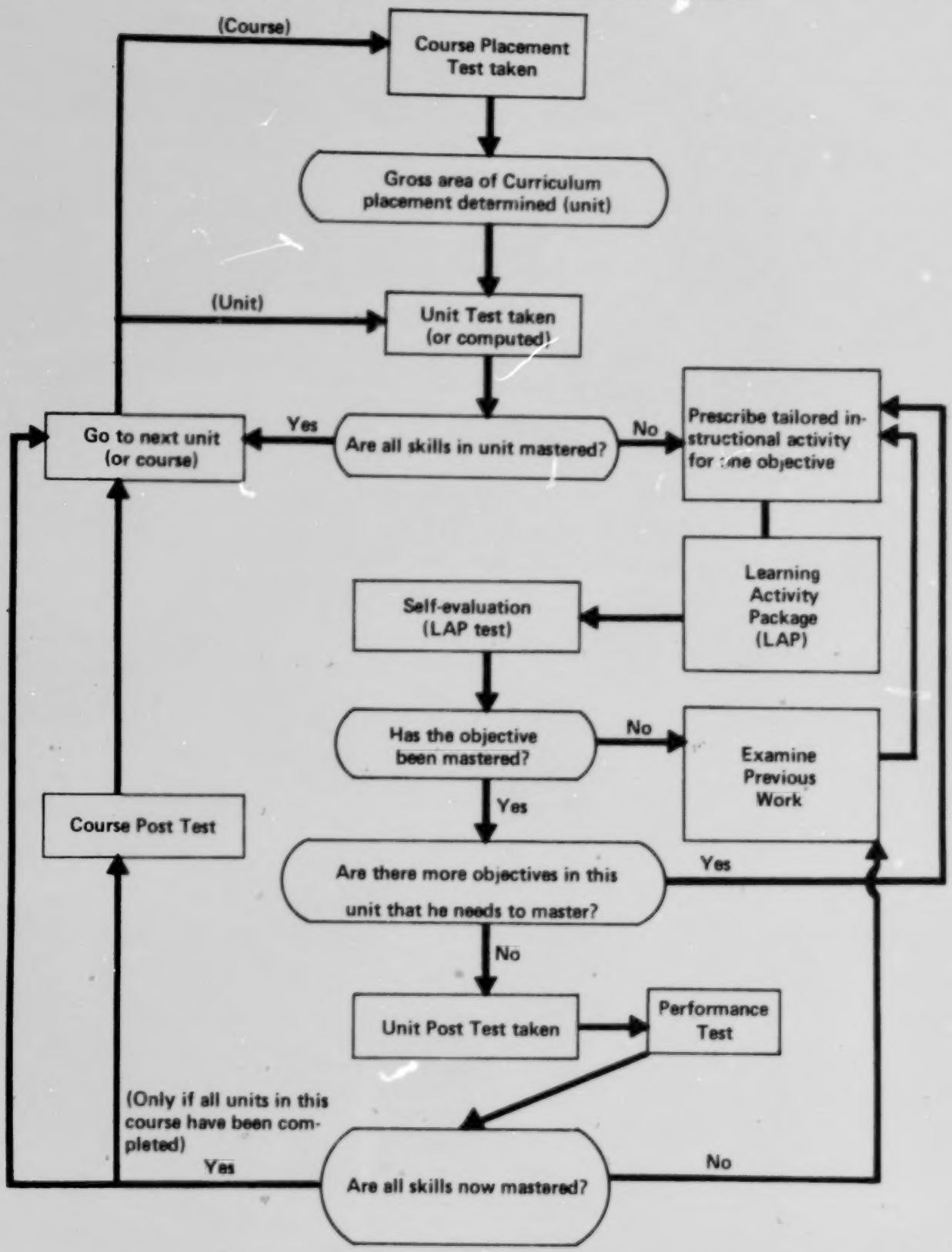
Tests composed of these types of items do not conform to the traditional, norm referenced, mode of educational tests. They are, instead, criterion

referenced. Having developed an item pool through task analysis, as was done, one may be assured that assigning scores on an absolute basis is well grounded.

Therefore, criterion levels are set for each test. In most instances, this level is 80% correct. The major exception to this rule is found in performance tasks which may be scored as 0% of 100%. In such instances the criterion level is 100%.

The testing process has three basic levels, LAP, unit and course. Course tests are taken first as pretests. Prescriptions for individualized programs of instruction are written as a result of scores on these pretests. If, for example, a given course deals with twelve objectives and a student demonstrates mastery of two objectives on the pretest, his program of instruction would involve only ten, rather than twelve, learning activities. Each learning activity, or LAP, deals with one specific objective. When the student completes that activity, he evaluates his progress with a LAP test, usually four or five items in length. When the student completes all LAPs in a unit he is given a unit test. When all units in a course are finished, the student takes a course post test. The advantage of this type of testing system is the immediacy of feedback. LAP tests, for example enable the student to monitor his progress daily and correct mistakes. Thus efficiency and cost effectiveness are assured.

INDIVIDUALIZED INSTRUCTION AT MOUNTAIN-PLAINS



COMPREHENSIVE PRE AND POST TESTS

Are given in the test center and typically are composed of an aggregate of course tests. Diagnostic to LAP level and measure growth from entry to exit.

COURSE PRE AND POST TESTS

Are components of comprehensive tests and are given in the test center. Diagnostic to LAP level and measure growth from entry to exit.

UNIT COGNITIVE AND PERFORMANCE TESTS

Administered by instructors, are prescriptive, but basically provide instrument for determining mastery or nonmastery of a Unit. Performance tests take preference over cognitive tests.

LAP TESTS

Are self-administered and self-scored by the student and provide a constant check to him on his progress.

CURRICULUM AREA

CA 37 AUTOMOTIVE

JOB TITLE

GENERAL MECHANIC

COURSE

TUNE UP

37.08

UNIT

DISTRIBUTOR REPAIR

37.08.03

LAP

DISTRIBUTOR ADVANCE

37.08.03.02

LEARNING EXPERIENCE GUIDE (LEG)

Broad, general overview of a given Curriculum Area.

LEARNING EXPERIENCE GUIDE (LEG)

General description of job title requirements, courses included, resources and equipment required, and other general information.

LEARNING EXPERIENCE GUIDE (LEG)

More specific description of course content, resources, evaluation procedure, a list of Units, and general procedure for student progress through the Course.

The most specific LEARNING EXPERIENCE GUIDE. Lists specific LAPs, gives student and instructor and others details of contents of the unit and its relationship with other LEGs. Highly appropriate to student needs.

CURRICULUM COMPONENT RELATIONSHIP CHART

OCTOBER, 1975

LEARNING EXPERIENCE GUIDES (LEGs)

These are designed to give the viewer a capsule look at the contents of the course, curriculum area or unit he is viewing. A student or instructor can see from the Course LEG what is contained in any course without detailed examination of course material.

LEGs may be used at curriculum area, course or unit levels in the curriculum sequence; it is suggested that the author make the LEG readable by students as well as instructors where practical. LEGs are also one of the best sources of information for persons from other schools and institutions to quickly determine the contents and usefulness of these curriculum products.

JOB TITLE LEARNING EXPERIENCE GUIDE

Mountain-Plains Job Title Learning Experience Guides (LEGs) describe the behavior expected of the student upon his leaving the system, and give general descriptions of procedures and expectations of the student while undergoing instruction in his chosen Job Title.

Included in the Job Title LEG are:

a. A description of the program activities necessary to develop skills needed to enter the job title occupational field.

b. Performance objectives.

c. General procedural instructions.

d. A list of curriculum components (courses, units, LAPs) necessary to complete the job title.

e. A list of resources (texts, films, etc.) necessary.

f. A description of evaluation procedures during the course of the Job Title.

g. Directions on what to do after reading the Job Title LEG.

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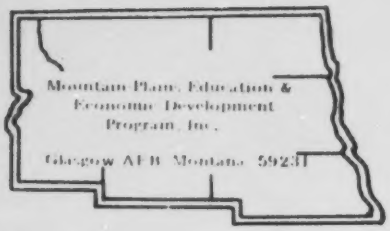


Learning Experience Guide

JOB TITLE: BOOKKEEPER

DESCRIPTION:

The program for preparing a Bookkeeper includes those learning activities that will provide information, procedures and practice needed to perform as an entry level Bookkeeper.

Program activities include development of the following knowledges and skills:

1. Apply basic accounting principles in analyzing, classifying, recording and summarizing given financial data for a specific accounting system.
2. Apply the techniques of effective communications to business writing. Operate accurately and efficiently the ten-key and full-keyboard adding machines and the printing and electronic calculators for various mathematical calculations.
4. Apply the alphabetic method to the filing operations of indexing, coding and sorting of cards and correspondence.
5. Keypunch cards according to a set of instructions.
6. Accurately type assignments to specified standards.
7. Attain typing speed of 30 words per minute (wpm) with no more than three errors on a five-minute timed writing test.

OBJECTIVES:

Analyze, classify, record and summarize data for or about an accounting system; use effective communication techniques in business correspondence; use ten-key and full-keyboard adding machines, printing and electronic calculators; file cards and correspondences; keypunch cards; attain a typing speed of 30 wpm (maximum of 3 errors on a 5 minute test) and type assignments accurately to specified standards.

GENERAL INSTRUCTIONS:

The Bookkeeper program is made up of curriculum components from curriculum area 24, Office Education. Each course and unit of the curriculum has a Learning Experience Guide (LEG) that gives directions about completing that component.

Before beginning any part of the program, a pretest is taken. This pretest covers concepts used in the complete job title and is used to determine which skills and knowledges the student has and which need to be learned.

Principal Author(s): L. Leland

After the pretest is completed and scored, a plan may be made that identifies the parts of the program one needs to successfully achieve the goal as an entry level Bookkeeper. The plan may also give the order in which the program parts are to be completed.

This program plan basically involves identifying the successfully completed or prevalidated units on the Student Progress Record (SPR). The student then has a record that specifically states what is completed and what remains to be accomplished in the job title program.

The general procedure the Bookkeeper program is as follows:

1. Read the job title LEG for this program.
2. Take the job title pretests.
3. The order and number of courses taken at one time is generally flexible. It is recommended that the student make the choice of courses after considering the following:

    a. As the amount of time devoted daily to learning increases, the number of courses taken concurrently should also increase.
    b. The courses: 24.03, Ten-Key Adding Machine; 24.04, Printing Calculator are to be taken in the sequence listed.
    c. Course: 24.10, Keypunch should be delayed until ten-keyboard and typing skills have been acquired.
    d. Use of the adding machine or calculator will be helpful in course: 24.01 Accounting.

4. The student proceeds in each course, following the sequence of units within the course, until all required units are completed. Each course LEG describes the procedure for accomplishing the course. The SPR indicates the units and Learning Activity Packages (LAPs) the student is to complete in the course.
5. Continue the sequence of beginning and completing assigned courses until all courses in the job title program are completed.
6. Take the job title post test.

CURRICULUM COMPONENTS:

The curriculum components (courses, units and LAPs) for the Bookkeeper program are listed on the attached SPR.

RESOURCES:

A resource list is attached. This indicates books, films, etc., believed necessary for completing the job title program.

EVALUATION PROCEDURE:

Job title evaluation is by pre and post testing using a multiple-choice type of test and for performance tests.

The test is used as a pretest to determine which units, if any, the student may be able to validate. The student is considered validated for a particular unit if 4 out of 5 items are correctly answered for each LAP part on the pretest (if that particular unit does not have a performance test requirement).

For those units with performance test requirements, the student must also satisfactorily complete the performance test to validate that unit. Unit performance test validation procedures are given in the "Evaluation Procedure" section of the unit LEG.

The job title test will also be taken by the student as a post test to determine any changes resulting from taking all or part of the job title program.

FOLLOW-THROUGH:

After reading the guide, take the job title pretests.

STUDENT PROGRESS RECORD

Description and Purpose

The Student Progress Record (SPR) is a listing in outline form of component titles for courses, units and LAPs for each Curriculum Area. There is an SPR for each authorized career job title. An SPR for support areas to job titles also exists. The SPR is used to record data not otherwise available. This data is used for administration, which includes student progress monitoring, and for baseline data for research and evaluation purposes, such as curriculum validation.

Specific Procedures for Instructors Use

Pre and Post and Performance tests are entered on the form in the spaces provided under the course and unit title. The sections of importance to the instructors are the columns to the right of the title. These columns are for recording the times spent in the LAPs. The student keeps track of his own time but when a LAP is completed, the instructor checks the students entries and initials the column provided to verify the student's entry.

The time spent in a curriculum component is defined as:

1. The time spent getting the material out.
2. Study and/or work time including tests (?).
3. Time spent putting away materials.

When the SPR is received in the instructional areas, it should have the student's name and number, pre-test date and comprehensive pre-test scores clearly entered. The curriculum elements prevalidated by the comprehensive test are indicated by a "V" following the score for that component.

In the instructional area the instructor is responsible for the following entries;

1. The instructor enters the date the student began attending the area in the entry date space.
2. The instructor ensures that for each curriculum component the student records:
   a. date component started.
   b. date component completed.
   c. time in hours, to the .5 hour, that the student felt he spent on the component is recorded daily.

3. Include for each LAP or test.
   a. Time for getting materials out.
   b. Study and/or work time.
   c. Tear-down and put-away time.
   d. Time spent on take home work.
4. Do not include time that does not contribute to mastery of the LAP material.
   a. General shop clean-ups.
   b. Coffee breaks and wash up.
   c. Other non-productive tasks.
5. The instructor initials each curriculum component to signify that the above data is entered and that the curriculum component has been validated by the student.
6. The instructor is to enter all instructor given unit pre and post test scores and performance test results (pass or fail) in the spaces provided in the Component Title column of the SPR. In the event a unit cognitive test is failed, enter the scores as always, leaving room for subsequent entries upon retakes. There will be no more than a total of three entries. Treat performance test entries similarly, using "F" or "P" rather than scores.
7. When a block of review time is used by the student that does not fit into LAPs or units, write "review" immediately to the right of the next higher level title (such as unit or course) and have the student enter the review time in the "time spent" column.
8. The instructor monitors to assure that the student records his time daily, insuring accurate and current records. (Note: it is suggested that these daily entries be made on a worksheet copy of the SPR till each component is completed and then transferred to the official SPR. The time may also be recorded on the LAPs or other method preferred by the instructor. The important thing is to maintain good records.)
9. Unit pretests are given only at a student's request and when it appears that he may be capable of prevalidation of the unit.

STUDENT PROGRESS RECORD

8/20/75

Name ① _____ Number _____

Curriculum Area 37 AUTOMOTIVE

JOB TITLE: Tune-up and Engine Repair

Entry Date _____

Pretest Date ② _____

Post Test Date ⑫ _____

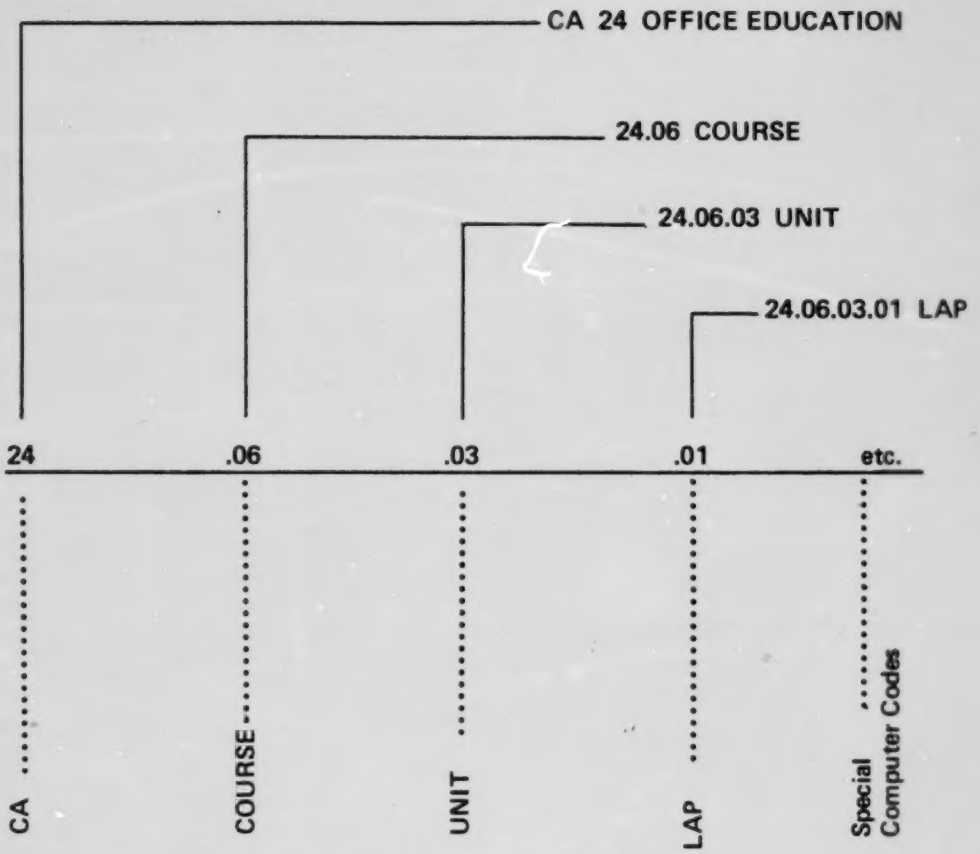
Course	Unit	LAP	COMPONENT TITLES	Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials	Pretest	Post Test
		.02	Battery Load Test						
		.03	Testing Cranking Voltage						
		.04	Testing Ignition Coil						
		.05	Testing Secondary Cable Resistance						
.09			Engine Repair						
			Pretest ⑬ Post Test ⑭ Perf. Test ⑮						
	.01		Fundamentals of 4-Cycle Engines	⑥	④	⑤	⑦	③	⑪
			Pretest Post Test Perf. Test						
		.01	Fundamentals of 4-Cycle Engines						
	.02		Engine Construction						
			Pretest ⑧ Post Test ⑨ Perf. Test ⑩						
		.01	Fundamentals of Engine Block						
		.02	Engine Block Construction						
	.03		Valve Train						
			Pretest Post Test Perf. Test						
		.01	Fundamentals of Engine Block						
		.02	Inspecting Cylinder Head						
		.03	Overhaul Over-Head Valve Head						
		.04	Overhaul Over-Head Cam Head						
	.04		Engine Block						
			Pretest Post Test Perf. Test						
		.01	Overhaul Engine Block						
		.02	Cam Shaft						
		.03	Crank Shaft and Bearings						
		.04	Pistons						
		.05	Rods						
		.06	Timing Gears and Chains						
	.05		Lubricating Systems						
			Pretest Post Test Perf. Test						
		.01	Fundamentals of Oil Pumps						
		.02	Testing Oil Pump						
		.03	Replacing Oil Pump						
.12			Parts and Accessories						
			Pretest Post Test Perf. Test						
	.03		Cleaning Parts and Work Area						
			Pretest Post Test Perf. Test						

When the SPR arrives in the Instructional Area it should contain or be filled our as follows:

TC *	①	Student Name and Number
TC	②	Job Title Pretest Date
TC	③	Course Pretest Results (Followed by V for elements prevalidated)
S	④	Date Curriculum Element Started
S	⑤	Date Curriculum Element Completed
S	⑥	Time Spent on Curriculum Element
I	⑦	Instructor's Initials
I	⑧	Unit Pretest Results Only If Element Challenged
I	⑨	Unit Post Test Results
I	⑩	Performance Test Results (P or F)
TC	⑪	Course Post Test Results
TC	⑫	Job Title Post Test Date
TC	⑬	Total Course Pretest Score
TC	⑭	Total Course Post Test Score
I	⑮	Total Course Performance Test Results

Responsibility For Entry

*TC	=	Test Center
S	=	Student
I	=	Instructor



FILE CODE KEY

GUIDELINES FOR INTERPRETING MOUNTAIN-PLAINS FILE CODE

In the upper right-hand corner of every printed Mountain-Plains curriculum product there appears a sequence of identification digits as, for example, 24.06.03.01.A2-0. This digital sequence identifies each of the various curriculum components and reflects the hierarchical nature of the Mountain-Plains curriculum.

The first two digits in sequence (24) are used as coded representation of the curriculum area; the second two digits (.06), the course; the third two digits (.03), the unit; and the fourth two digits (.01), the learning activity. These are followed by a letter and a digit (A2) which represent the version (A) and the edition (2). The final digit in the sequence (-0) is indicative of the type of curriculum product, e.g., 0 = Learning Activity Package (LAP), 1 = Learning Experience Guide (LEG), 2 = cognitive test, 3 = resource, 4 = Group Activity Package (GAP), and 5 = performance test.

Curriculum Area (Office Education)	Course (Data Processing)	Unit (Punched-Card Data Processing)	Learning Activity (The Punched Card)	Version Edition (2nd)	Type of Curriculum Product (LAP)
24	.06	.03	.01	A-2	-0

The particular curriculum component becomes more readily identifiable when the sequence is scanned for zeros. For example, a glance at the file code 24.06.00.00.A2-2 reveals that the first two sets of digits go only to the course level, and the last digit of the code indicates a cognitive test, so this specific product is a course (.06) cognitive test (-2) in curriculum area 24. In the same manner, the file code 24,06.03.00.A2-5 indicates a unit (.03) performance test (-5) in course .06 of curriculum area 24. The learning activity level, the fourth set of two digits, appears in the above illustration in which the code identifies the product from curriculum area 24 as a LAP, version A, second edition, the first learning activity in the third unit of course six.

LEARNING ACTIVITY PACKAGES (LAP)

1. Author - This is the name of the person who has designed this particular LAP.

2. Curriculum Area - Automotive, Office Education, etc.

3. Course - Could be Job Title - General Mechanic, Rough In, Accident Prevention, Small engine Mechanic. There may be more than one course or job title for each instructional area.

4. Unit - There will be more than one unit for each course. Examples are: Fundamentals of Brake Systems, Excavation Layout, Concrete and Forms, Children's Safety, Appetizers, Letters of Appreciation.

5. Date - This is the date that the LAP was last revised.

6. Performance Activity - This is construed as being the title of the LAP, and is mainly a concise, brief, identification of the contents of the LAP.

7. Objective - Customarily used here are adaptations of Mager's first two objective components: TERMINAL BEHAVIOR (what the learner will be doing) and the important CONDITIONS under which the behavior will occur. Items 7 and 8 may sometimes be combined.

8. Evaluation Procedure - Two things: 1) The CRITERIA of acceptable performance (how well the learner will have to perform to be considered acceptable) and 2) what measurement devices are used to make this determination.

9. Resources - Texts, tools, materials, equipment, etc.

10. Procedure - These are the detailed steps a student takes in applying himself to the task of accomplishing whatever the above items assign to him.

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

File Code: _____

Date Published: _____

Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Title of LAP also identifies the main activity of the student in the LAP.

OBJECTIVE:

Tells student what the student is to do in the LAP. It describes the performance he should be able to produce if he has mastered the material.

Example: a. Select statements which best describe disassembly procedures for the four barrel carburetor.

b. Dissassemble a four barrel carburetor.

EVALUATION PROCEDURE:

Usually includes two things:

1. The criterion of acceptable performance on the measurement device.
2. The type or types of measurement devices to be used.

Additional pertinent information the student should not if included, conditions under which the evaluation takes place. Examples: timed, tools to be used, etc.

EXAMPLE OF LAP-LEVEL EVALUATIONS:

1. 80% accuracy on a 10 item multiple-choice test without the use of references.
2. 80% accuracy = criterion.
3. 10 item multiple-choice test = type of instrument.
4. Without the use of references = conditions.

RESOURCES:

What the student needs to complete the requirement of the LAP.

Principal Author(s):

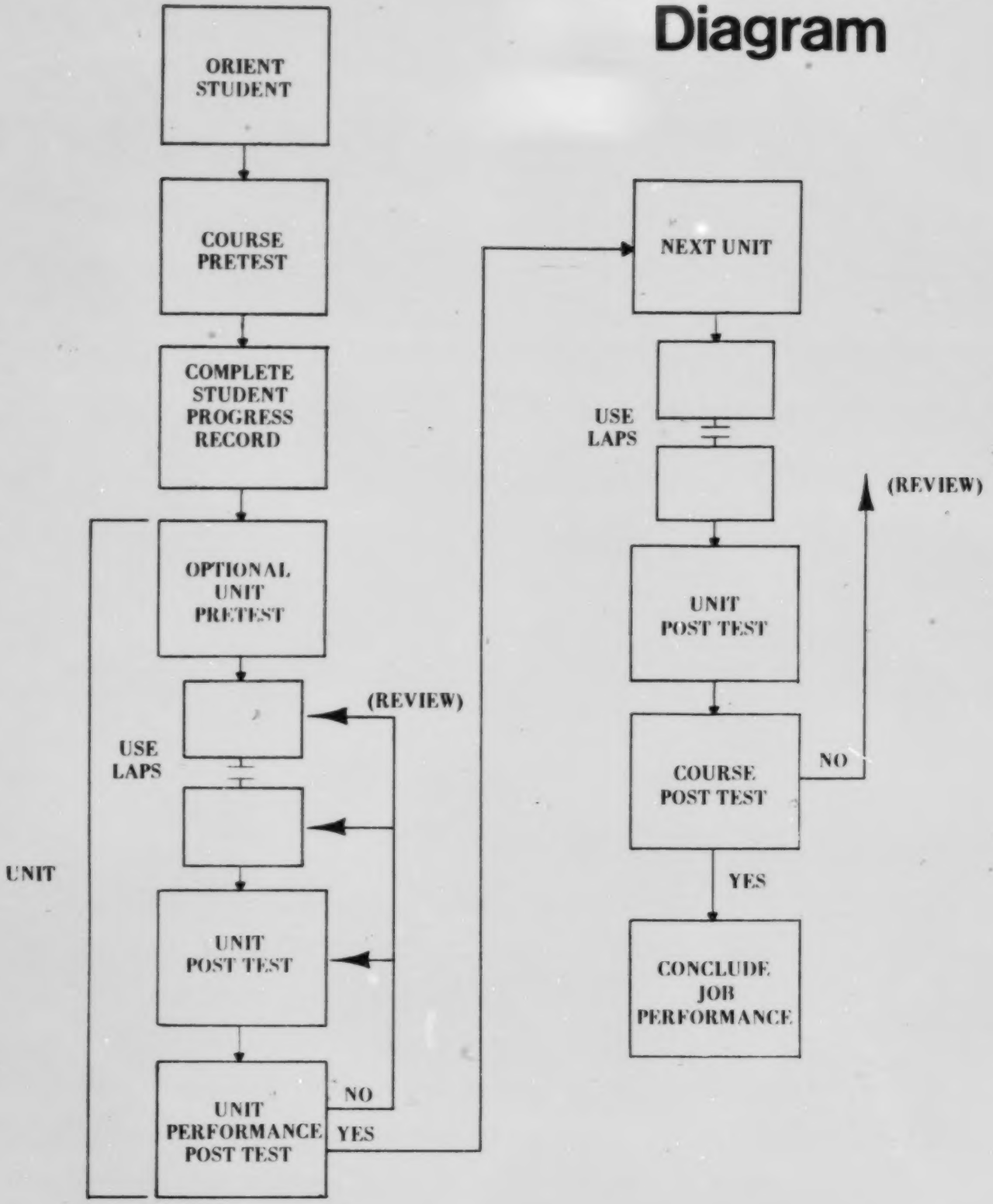
PROCEDURE:

This section tells the student what steps to follow in completing the requirements of the LAP. How to utilize the resources and when to take the test.

KEY POINT: Sometimes the key point to be learned from the LAP materials are outlined here. This varies from LAP to LAP.

LAPs are designed to allow the student to be as nearly independent in his learning as possible. Therefore, they should be kept in a file with LAP tests easily accessible to the student.

Student Flow Diagram



DETAILED INSTRUCTOR ROLE IN STUDENT PROGRESS THROUGH A UNIT

1. How to determine assignment to LAPs within the unit:

Steps:

1.1 Look at the prevalidation test data on the Student Progress Report (SPR).

1.2 Determine if the prevalidation test data is complete. If it is take step 1.9.

1.3 If it is not, determine if you are responsible for completing it. If you are, take step 1.5.

1.4 If you are not, notify the responsible section.

1.5 Administer and score tests.

1.6 Record results on SPR.

1.7 Review the test answer sheets for legibility and complete data.

1.8 Send test answer sheets and any other required data to a center location to be collected.

1.9 Determine if the student has prevalidated this unit. If so take step 1.20.

1.10 If not, assign the unit Learning Experience Guide (LEG) for student reading.

1.11 If the student wants to take the unit pretest, take step 1.14.

1.12 If the student does not want to take the unit pretest, determine if the student has prevalidated any Learning Activity Packages (LAPs) in this unit. If one or more LAPs were prevalidated, take step 1.19.

1.13 If no LAPs are prevalidated, assign the first LAP in the unit and begin step 2.1.

1.14 Administer and score unit pretest.

1.15 Record test scores on SPR.

1.16 Complete steps 1.17 and 1.18.

1.17 Determine if the student has validated the unit. If so, take step 1.20. If not, take step 1.12.

1.18 Take steps 1.7 and 1.8.

1.19 Assign the first nonvalidated LAP in the unit and begin step 2.1.

1.20 Determine if this is the last unit that the student takes in the course. If it is take step 1.21. If not, look at the next unit prevalidation test data (the student begins the next unit).

1.21 Determine if this unit is the last one that the student takes in your area. If it is, take step 1.22. If not, assign the course LEG for the next course that the student shall begin.

1.22 Follow the procedures required for a student that has just completed the planned program in your area.

2. Monitoring student progress and assisting the student in unit performance activities.

Steps:

2.1 Monitor the student progress and assist as needed.

2.2 Review results of LAP tests as students complete them and determine if the student validates the LAP. If so, take step 2.3. If not, direct the student to relevant parts of the LAP learning materials, take steps 1.7 and 1.8 and continue with step 2.1.

2.3 Determine if all LAP test questions were answered correctly. If they were, take step 2.4. If they were not, have the student find correct answers in the LAP learning materials, review the student's findings, take steps 1.7 and 1.8, and proceed to the next step.

2.4 Verify the student time spent in the LAP as recorded on the SPR (initial the appropriate column).

2.5 Determine if completing this LAP completes the unit. If it does, begin step 3.1. If not, assign the next nonvalidated LAP in the unit and continue with step 2.1.

3. Unit validation of the student.

Steps:

3.1 Administer the unit cognitive post test and determine if a unit performance test is required. If required, take step 3.7. If not, score the cognitive post test.

3.2 Determine if the student validated the unit post test. If so, take step 3.9. If not, take the next step.

3.3 Determine how many times the student has taken the unit post test. If once, take step 3.6. If twice, take step 3.5. If three times, take the next step.

3.4 Notify the student's advisor, take steps 1.7 and 1.8 and plan for a review of the problem.

3.5 Determine if you believe notification of the student's advisor or instructor is advisable. If so, take step 3.3. If not, take the next step.

3.6 Determine those LAPs to be retaken by the student, take steps 1.7, 1.8 and 1.19.

3.7 Without scoring the unit cognitive post test, administer the unit performance test and score it.

3.8 Determine if the student validated the unit performance test. If validated, take step 3.10. If not, score the unit cognitive test and continue at step 3.3.

3.9 Verify the student time spent in the unit as recorded on the SPR; record score on SPR; take steps 1.7 and 1.8, and continue at step 1.20.

3.10 There is the option of scoring the unit cognitive post test and proceeding to step 3.9 or going directly to step 3.9 without scoring the test.

BENEFITS TO STUDENTS AND INSTRUCTORS

When the Mountain-Plains delivery system is used as designed, the role of the instructor is that of a guidance and resource person, not a lecturer and a clerk. Students review their own materials, seek accessible resources and proceed independently. If the instructor finds himself shuffling papers and answering questions which are easily answered in resource material, he may not long appreciate the system. He should be encouraging, reinforcing, guiding and supporting students while giving them supplemental instructions and otherwise available.

Students should proceed from LAP to LAP without assistance. Unit testing indicates to the instructor how well they are proceeding.

The Student Progress Record should be filled out by the student, initialed by the instructor, and kept in a place accessible to both.

All tests except LAP tests should be kept separate form LAPs, LEGs, etc., yet accessible to students. Only instructors should have access to scoring keys in unit and course tests.

LAPs should be filed numerically, and be readily accessible to students unless they are bound.

LAPs, LEGs, and tests are expendable only to the extent that they deteriorate through use, and should be used until their appearance dictates replacement.

Test answer sheets are expendable and should be replaced after each time used.

Test answer sheets should be kept secure by the instructor until picked up by the Mountain-Plains representative.

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

MOUNTAIN-PLAINS CURRICULUM MONITORING FORM CD-2

Revised Sept. 1975

Teacher_____ Trial Site #_____

Date_____ Grade Level_____ CA #_____ Other_____

QUESTIONS	RESPONSES	
	Adequate	Questionable
1. Are raw test scores logged on SPRs? Criterion: At Mountain-Plains, job title level pre and post test scores are entered by the Test Center. Unit post and performance test scores are entered by the instructor. LAP test scores are entered by the student on answer sheets. Job title post test scores are entered on the SWP by the Test Center.		
2. Are prevalidation procedures being followed? Criteria: a. SPRs contain prevalidation entry marks. (Which at Mountain-Plains match those on SWPs.) b. No students are found involuntarily using LAPs that are marked on SPR as having been prevalidated. (Students may work in prevalidated LAPs when this is review following failure on performance test.)	a. b.	
3. Are students using LEGs? Criterion: Selected students can describe a LEG and report that they are using them.		
4. Are students using LAPs? Criterion: Randomly selected students can relate their activities to a procedure on a specific LAP.		
5. Are students using LAPs as prescribed? Criterion: Students are observed to proceed from one LAP to the next without instructor interaction, except where by necessity student tasks are not ordered the same as LAPs.		

MOUNTAIN-PLAINS CURRICULUM MONITORING FORM CD-2

QUESTIONS	RESPONSES	
	Adequate	Questionable
6. Does instructor-student interaction conform to Mountain-Plains curriculum design? Criterion: Students are observed to be working independently of instructor-organized large groups.		
7. Is instructor available as a resource person? Criterion: Randomly selected students report instructor is available to help them when needed within a reasonable length of time.		
8. Are LAP tests properly used? Criterion: Observation and/or student report indicates students are taking and scoring LAP tests themselves.		
9. Are Unit tests properly used? Criteria: a. All observed instances show performance tests administered before scoring of written tests. b. All observed instances indicate that instructor is conducting both cognitive and performance tests in a manner which compels students to respond to test items without benefit of external information other than that prescribed by testing constraints.	a. b.	
10. Is test data being properly collected? Criteria: a. Written Unit test answer sheets attached to performance tests. b. Both tests given at the same time. c. LAP test answer sheets properly stored. d. Course test answer sheets properly labeled as to pre and post. e. All answer sheets collected and stored. f. Answer sheets contain required information.	a. b. c. d. e. f.	
11. Is the instructor observing all the guidelines for use of the SWP? (SWP is used at M-P only.) Criteria: a. Data is recorded as a LAP (or unit if this is the smallest component required of that job title) is completed. b. All information required by the form is entered in appropriate spaces.	a. b.	

MOUNTAIN-PLAINS CURRICULUM MONITORING FORM CD-2

QUESTIONS		RESPONSES Adequate	Questionable
12.	Is the Student Progress Record being used as designed? Criteria: a. Students or instructional staff fill out identifying information completely, accurately and neatly. b. Students fill in the first three columns as required. c. Instructor initials the appropriate column at the termination of a learning segment, indicating accurate and timely conformity to instructions by students.	a. b. c.	
13.	Are Curriculum Materials appropriately stored and used by students? Criterion: LAPs, LEGs and resource materials are kept in a place which is accessible to students.		
14.	User trial data is properly collected? Criteria: a. Each CD-5 is keyed to the LAP, i.e., the complete file code number is listed on the CD-5. b. These are stored or sent to collection point as indicated.	a. b.	

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TEACHER EVALUATION OF LEARNING MATERIALS

CD-3 September, 1975

Teacher_____ Trial Site # _____

Date_____ Grade Level_____ CA #_____ Other_____

Directions:

On the left-hand side of the page is a statement about the material that you may or may not agree with. Please mark the scale on the right side of the page with a check mark according to the following choices.

_____ _____ _____ _____ _____ _____ (only check one column per item)
1 2 3 4 5 6

1. Means "I strongly agree with this statement about learning materials".
2. Means "I mostly agree with this statement about learning materials".
3. Means "I agree more than I disagree with this statement about learning materials".
4. Means "I disagree more than I agree with this statement about learning materials".
5. Means "I mostly disagree with this statement about learning materials".
6. Means "I strongly disagree with this statement about learning materials".

	Strongly Agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Strongly Disagree
1. Objectives are stated in a way that has meaning to students.	1	2	3	4	5	6
2. Objectives are written at the level of understanding of my student population.	1	2	3	4	5	6
3. Curriculum content is related to vocational needs for students.	1	2	3	4	5	6
4. The LAP tests are appropriate for the LAP objective.	1	2	3	4	5	6
5. The curriculum content is appropriately sequenced.	1	2	3	4	5	6
6. The learning materials are clear and concise.	1	2	3	4	5	6
7. The learning materials are easily understood by my students.	1	2	3	4	5	6
8. The unit level objectives are consistent with the LAP level objectives.	1	2	3	4	5	6
9. The performance tests are consistent with unit objectives.	1	2	3	4	5	6
10. Curricular materials are relevant to the stated objectives.	1	2	3	4	5	6
11. The curricular materials contain enough information so students know exactly what is expected of them.	1	2	3	4	5	6
12. The curriculum materials are well organized.	1	2	3	4	5	6
13. The curriculum materials allow for a maximum amount of independent study on the part of students.	1	2	3	4	5	6
14. The cognitive tests are consistent with unit objectives.	1	2	3	4	5	6
15. Extensive training is not required before an instructor can manage M-P curriculum.	1	2	3	4	5	6

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TEACHER EVALUATION OF M-P CURRICULUM PROCEDURES

CD-4

June, 1975

Teacher_____ Trial Site #_____

Date_____Grade Level_____CA #_____Other_____

Directions:

On the left-hand side of the page is a statement about the material that you may or may not agree with. Please mark the scale on the right side of the page with a check mark according to the following choices.

_____ _____ _____ _____ _____ _____ (only check one column per item)
1 2 3 4 5 6

1. Means "I strongly agree with this statement about curriculum procedures".
2. Means "I mostly agree with this statement about curriculum procedures".
3. Means "I agree more than I disagree with this statement about curriculum procedures".
4. Means "I disagree more than I agree with this statement about curriculum procedures".
5. Means "I mostly disagree with this statement about curriculum procedures".
6. Means "I strongly disagree with this statement about curriculum procedures".

	Strongly Agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Strongly Disagree
1. Students appear to learn more using M-P methods.	1	2	3	4	5	6
2. Students can cover more material per term using M-P methods.	1	2	3	4	5	6
3. Competent teachers should have no trouble adjusting to M-P curricular methods.	1	2	3	4	5	6
4. Students appear to be happier using M-P curricular methods.	1	2	3	4	5	6
5. I have more time to spend with students who need individual attention.	1	2	3	4	5	6
6. Faster students are able to make exceptional progress.	1	2	3	4	5	6
7. Slower students are making more progress than expected.	1	2	3	4	5	6
8. I prefer using M-P procedures.	1	2	3	4	5	6
9. M-P curriculum is more effective in helping students prepare for work after graduation.	1	2	3	4	5	6
10. Students find M-P curriculum materials less difficult with regard to reading levels required.	1	2	3	4	5	6
11. M-P curriculum appears to generate more student interest in learning.	1	2	3	4	5	6
12. I find students are more independent of the instructor using M-P curriculum.	1	2	3	4	5	6
13. Students find it easy to learn how to use M-P curriculum.	1	2	3	4	5	6
14. I find that I can make better professional use of my time using M-P curriculum.	1	2	3	4	5	6
15. If I had my choice, I would prefer to continue using M-P curricular procedures.	1	2	3	4	5	6

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STUDENT RESPONSE SHEET FOR LEARNING ACTIVITY PACKAGES

CD-5

June, 1975

Teacher_____ Trial Site #_____

Date_____Grade Level_____File Code #_____

Directions:

This is to find out how you like this LAP. It may have been too difficult or you may not feel it is useful to you. Your opinion will help the Curriculum Department in knowing what kinds of changes the LAP needs. Please answer these few questions sincerely by marking the scale on the right side of the page with a check mark (only check one column per item).

	TRUE	MOSTLY TRUE	MOSTLY FALSE	FALSE
1. This LAP contained information which I feel is useful to me.	_____	_____	_____	_____
2. The materials necessary to complete this LAP were all available to me.	_____	_____	_____	_____
3. I was able to complete the LAP without seeking information from the instructor.	_____	_____	_____	_____
4. The LAP test really tested what was important in the LAP.	_____	_____	_____	_____
5. This LAP was easy for me to read and understand.	_____	_____	_____	_____

You may wish to make other remarks about the LAP, it's contents, the way they are used, the resource materials, etc. Please feel free to make these comments in the space below. Thank you for your reactions.

Additional Comments and Suggestions:_____

_____

_____

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CD-7

STUDENT EVALUATION OF CURRICULUM MATERIALS

Form A

In an attempt to improve our curriculum materials, Mountain-Plains is requesting your evaluation of those with which you have come in contact. To help us, please rate in the spaces below the curriculum material in your occupational area to the best of your ability and as honestly as possible. Check the blank that closest describes this material. Your answers will be treated confidentially.

Student Name _____ Trial Site # _____ Date _____

Grade Level _____ Course # _____

Directions:

On the left-hand side of the page is a statement that may or may not be true of the material. Please mark the scale on the right side of the page with a check mark according to the following choices.

1	2	3	4	5	6

(only check one column per item)

1. Means "This statement is almost always true about the curriculum material I have used."
2. Means "This statement is mostly true about the curriculum material I have used."
3. Means "This statement tends to be more true than false with regard to the curriculum material I have used."
4. Means "This statement is false slightly more than half the time with regard to the curriculum material I have used."
5. Means "This statement is often false with regard to the curriculum material I have used."
6. Means "This statement is almost always false with regard to the curriculum material I have used."

The phrase "learning materials" refers to the books, LAPs, films, slides and other instructional materials you use in your occupational area.

	Almost Always True	Mostly True	More True Than Not	More False Than Not	Mostly False	Almost Always False
1. The learning materials do not contain words that are hard for me to understand.	1	2	3	4	5	6
2. The learning materials are easy for me to read.	1	2	3	4	5	6
3. The learning materials are easy to progress through.	1	2	3	4	5	6
4. The learning materials enable me to work on my own without a lot of assistance from the instructor.	1	2	3	4	5	6
5. The learning materials are necessary to what I am supposed to learn.	1	2	3	4	5	6
6. The learning materials tell me exactly what it is I need to know.	1	2	3	4	5	6
7. The learning Materials are worthwhile.	1	2	3	4	5	6
8. The learning materials are related to the doing activities.	1	2	3	4	5	6
9. The learning materials are appropriate for my work.	1	2	3	4	5	6
10. The learning materials are more helpful to me than those I used in public school.	1	2	3	4	5	6

Additional Comments and Suggestions: _____

_____

_____

_____

WHAT IS EXPECTED OF YOU?

1. Log raw test scores on student progress records (SPR's).
2. Follow prevalidation procedures.
3. Encourage students to use LEGs.
4. Encourage students to use LAP's.
5. Spend at least five minutes per period with all students at once.
6. Be readily available to students.
7. Encourage students to take and score own LAP tests themselves.
8. Use recommended procedures to collect test data.
9. Properly use and encourage the students to use the Student Progress Records.
10. Store the curriculum materials where they are readily accessible to students.
11. Collect user trial data for the M-P assessment.

SECTION II

HOW THE TEST CENTER FITS INTO THE SYSTEM

TEST CENTER

DEVELOPMENT AND CONCEPTUALIZATION

The idea of a test center for use at Mountain-Plains originated in February, 1974. At that time, all program testing was undertaken by the specific area planning to use information obtained from the tests administered--an undesirable procedure as the areas could not provide appropriate facilities for a controlled testing environment and many had no professionally trained test administrator. Additionally, this system did not allow for central control-which tests are administered and how are scores utilized once they are obtained?

To rectify these shortcomings, Mountain-Plains adopted a proposal which included provision for a Testing site that could provide a controlled, noise free, environment where students could take tests under the best possible conditions, a professional test administrator who could endure that all tests were properly administered; a centralized location where students could take all major tests in use at Mountain-Plains; and a central area for the storage and maintenance of test score data.

As established, only Student Data Office Staff are allowed to schedule students into the Test Center. This limits the number of students the Test Center Technician has to deal with and allows efficient student monitoring. Test scores are reported on specially designed forms, and all test score results are routed to Student Advisors who are responsible for insuring the further reporting of results to the proper areas.

RESPONSIBILITY

The Test Center is essentially a support area providing services for all other program components that deal directly with students and have need for testing. The Test Center conducts testing for Counseling, Career Guidance, Foundation Education, Family Core Curriculum, and the occupational areas.

OBJECTIVES

The major Test Center objectives include the proper administration of tests by a trained test administrator; the scoring of tests and reporting of results to the proper parties in a timely manner; the proper maintenance of test results; and the initiation of student records used in monitoring student progress. By meeting these objectives, the Test Center aids the processing of students into the program, permits individualized diagnosis and prescription, enables research to be conducted on all tests currently in use, and considerably decreases the amount of time instructors spend in test scoring.

FUNCTIONS

The major function of the Test Center is the administration and scoring of standardized achievement tests, standardized affective tests, cognitive tests developed at Mountain-Plains, and various research questionnaires and surveys. Filing test results-both those administered in the Test Center and those administered in various curriculum areas-is the component's second major function.

Additionally, the Test Center initiates forms used for monitoring student progress in the program--Student Progress Record and Student Work Plan. Currently the Test Center administers, and subsequently maintains files on some 500 to 700 tests weekly. All test results are recorded on IBM punch cards for machine data processing.

Each test is organized into groups of items composing LAPs, which are grouped into units. The file code number for a particular unit or LAP precedes the group of questions for that component on the test. Organizing the tests (and answer sheets) in this way enables Test Center personnel to identify quickly the LAPs or units a student has prevalidated. Prevalidation is simply the attainment of a mastery score (80% correct) on a particular group of items on the course pretest. A sample answer key will illustrate:

COURSE TEST ANSWER SHEET

Occupational Area: Office Education
File code: 24.11.00.00.A2-2
Name:

Answers

24.11.01.01	1.	B	24.11.01.04	11.	A
	2.	A		12.	C
24.11.01.02	3.	C		13.	C
	4.	D		14.	D
	5.	A		15.	D
24.11.01.03	6.	A	24.11.01.06	16.	D
	7.	A		17.	C
	8.	B	24.11.01.07	18.	A
	9.	C		19.	A
	10.	D		20.	D

The above course (24.11) test had only one unit (24.11.01) but six LAPs (24.11.01.01, .02, .03, .04, .06, .07). LAP 24.11.01.03 is covered by

items 6-10 on the test. A student who correctly answers any four of those five items (80%) will be exempt from the learning activity; i.e., he will have prevalidated LAP 24.11.01.03. Prevalidation of the entire unit 24.11.01 (in this case, the only unit in the course) would require correct answers to at least sixteen of the twenty questions on the unit.

Entry tests are administered to entering Mountain-Plains students during the orientation. An orientation schedule is prepared by the Community Worker Office and forwarded to all interested parties. The Data Center then assumes responsibility for ensuring that the schedule is applied to incoming students. When students attain exit status--thirty days prior to exit--the Data Center schedules them into the Test Center for affective testing including the 16PF Form C; the POI; the Student Inventory; and the Student Evaluation of Staff. Family Core pretesting is routinely performed during the orientation week. On completion of the entire Family Core Curriculum, Student Advisors are responsible for scheduling each student into the Test Center for the purpose of post testing in the Family Core area.

When students are ready to be pretested in an occupational area, their Student Advisor schedules them into the Test Center for pre-testing. Conversely, when students complete their occupational area, their Student Advisor schedules them into the Test Center for post testing. Before an occupational area pre/post test can be administered, the Test Center Technician must be informed of the student

name and family pay number, the job title to be tested for, and the date and time the test is to be administered.

Raw scores for affective tests are compiled in the Test Center by the Test Center Clerk. Profiles to be used in Counseling sessions are compiled by the Counseling Department--Counseling test scores are reported only to the user of the test, OVIS and GATB scores are reported only to Career Guidance.

All pretest results are recorded on the Student Progress Record by the Test Center Clerk. The Student Progress Record then becomes the basis for the compilation of the Student Work Plan. These two documents are utilized by both the Student Advisor and the Instructor to create, in cooperation with the student, an overall student plan. The SPR and the SWP are also used to monitor student progress through the program.

When students are post tested in the Test Center, a Job Title Tests Report (JTTR) form is delivered to the student's instructional area--for informational purposes only. This JTTR form reports student performance levels on each LAP, with an indication of student completion of the criterion. Cognitive tests administered in the Test Center are used for diagnostic purposes. Student validation is accomplished through the use of performance tests adminintered in the instructional areas.

As a general rule, test results are reported only to the specific test requestor and those with a demonstrated need for test scores. Test scores released for research purposes are accompanied by ID numbers, not student names.

The Test Center Technician is in constant cummunication with both the Community Workers Office and the Data and Scheduling Office. Since a major portion of orientation involves the administration of a large number of pretests, it is important that student scheduling be coordinated with the Test Center Technician. The Data and Scheduling Office is responsible for the scheduling of students after they have completed orientation, and, with the Test Center, coordinates all occupational area pretesting and all post testing.

RESOURCES

Staff. A minimum of two staff members is required to operate the Test Center: a Test Center Technician and a Clerk/Typist. The Test Center Technician is charged with the responsibility for administering tests, scheduling students in and out of the center, and making certain that test results are reported on time. She reports to the Tests and Measurement Specialist who in turn reports to the Director of Research Services Division. The Test Center Clerk/Typist assists in scoring tests and filling out report forms on the results as well as preparing Student Work Plans indicating areas of prevalidation, and maintaining files on test data.

Facilities. The operation and maintenance of the Test Center requires the following facilities: (1) A room in a location that is relatively noise free and sufficiently large so that tests may be administered to between 25 and 50 people per session; (2) Approximately 15 to 20 tables and 30 to 40 chairs based on a two chair per table ratio; (3) Filing cabinets in which to store testing materials; (4) A smaller room in which to locate a staff member responsible for administering and scoring tests. (A glass window is installed between the two rooms so the staff member can monitor testing while performing other tasks.) (5) A desk, chair, and filing cabinets for the staff member.

For the proper functioning of the test center, large numbers of pencils are kept on hand along with an electric pencil sharpener. It is necessary that the Test Center Technician ensure a sufficient number of answer sheets and test booklets are available at all times. Aside from this, standard office supplies are sufficient for the proper functioning of the Test Center.

INFORMATION SYSTEM

Family Core and occupational area pretest results are entered onto Student Progress Records and Student Work Plans. The SPR and SWP is then forwarded to the Data Monitor's Office. For Family Core and occupational area post testing, students must bring their SPR and SWP to the Test Center and test results are entered onto those forms in the post test column. The forms are then forwarded to the Data Monitor's Office. Test Center personnel are responsible for receiving all test answer sheets used in the curricular areas of the program

and maintaining files on them. Certain tests, such as the Student Evaluation of Staff, are used for research purposes only. The results are not reported by the Test Center, but are kept on file, keypunched and the cards forwarded to the Tests and Measurements Specialist for analysis and reporting of results.

The bulk of materials used by the Test Center are printed in-house by Mountain-Plains Press. All masters for Mountain-Plains constructed tests, answer sheets, SPR's and SWP's are kept on file by the Curriculum Editor who reprints them for the Test Center as needed. Test materials for standardized tests are ordered either directly from the publisher or through the department using the test (e.g., Counseling is responsible for reordering the 16PF and the POI).

IMPLEMENTATION SUGGESTIONS: (For User Trial Only)

A major factor practictioners should consider in implementing a Test Center similar to the one at Mountain-Plains is the volume of paper to be processed. If Test Center personnel are expected to administer and score tests, initiate forms for student recods, and collect data for research purposes, it is important to take utmost advantage of modern technology.

Practioners initiating a testing program and a Test Center for centralized control may want to consider an optical reader for use in conjuction with an in-house computer system. All test answer sheets should be on machine readable forms while the computer should

programmed to score tests and update student records and research files simultaneously. This procedure has the advantage of ensuring compatibility of records, reducing storage space, reducing personnel needs, decreasing scoring time, and guaranteeing a high degree of accuracy in test scoring.

A second consideration centers on appropriate scheduling. A Test Center functions best when all scheduling is done through a single source. In this fashion, it is possible to maintain an even volume of paperwork to be processed. When a variety of sources are authorized to schedule students for testing, it is nearly impossible to keep track of who is properly scheduled and who is not. Additionally, a system utilizing multiple schedulers places a burden on the Test Center Administrator.

Practictioners should bear in mind that the major function of a Test Center is the administration and scoring of tests, and such procedures as initiating student records, collection of test results from other parts of the program, file maintenance, and the keypunching of test answer sheets are ancillary.

Proper Test Center flow-through would include: (1) student scheduled into Test Center; (2) student tested at Test Center; (3) test results forwarded to student records for initiation of forms; (4) answer sheets forwarded to research for keypunching; and (5) keypunched answer sheets forwarded to the Data Center for storage. This model flow-through results in the Test Center maintaining files on test booklets and answer sheets only and speeds the movement of data through the Test Center.

SECTION III

THE INSTRUCTOR DATA REPORTING SUBSYSTEM AND HOW IT FITS INTO THE SYSTEM

STUDENT TIME CARD

Description and Purpose

The Time Card is issued initially by the Data Center/Student Accounting, one to each student, for the purpose of keeping track of his scheduled time as established by the Scheduling Office in the Data Center. Examples of scheduled time are: class time, MOWINDS Council Involvement, Test Center, GED testing, incentive leave, etc. Examples of filled out and blank student time cards are appended.

The card contains two parts. The left side, and larger half, is for instructors, counselors, etc., to "stamp off" authorized time. The right side is for the use of the Data Center to record variances identified from the data contained on the left side. This information is sent to Butte, where it is used to adjust Student Scheduled Time and Attended Hours columns on the Data Printout.

The total time on the time card assigning students to specific activities appears as scheduled time for those activities on the Data Printout. That time which is stamped by instructors is entered as attended time. The difference between the two appears on the printout as variance time. Each variance is coded and reflected under, for example, "sick hours" on the printout.

Students are normally paid $85 per week. The time card determines whether the student is paid the full amount or not. If the coded absence without a stamp mark indicates that the student is absent for other than authorized reasons, the pay clerk reduces the amount the student receives.

In order for a student to be excused from an absence, he must first place a call to the Data Center. Exceptions: only heads of household and single heads of household must call in this information. Spouses do not have to. However, spouses are accountable in part for their attendance, i.e., spouses must:

1. Be present 75% of the time as reflected by their time cards, or they may be dropped from an occupational area.
2. Be present and accountable on the usual basis for counseling and Family Core Curriculum time.

How the Student Time Card Fits into the System

This document provides the basis for the student accounting system. The cards are prepared by the Scheduling Department, computerized, and are computer printed weekly in Butte.

Student Accounting gets the printout time cards from the Data Center and issues them to the students at the pay line, where they surrender the old time card.

Students carry the card with them, and get stamped off when and where they are scheduled to be.

By way of final disposition, the cards are filed weekly in the Data Center in special files for time cards only.

Specific Procedure for Instructors

Instructors are charged with the responsibility of stamping (or attesting the student's presence in) the appropriate mod on the time card.

To assure that this "stamp off" procedure occurs in accord with regulations, several monitoring devices will be employed:

1. Instructional areas will be periodically audited to determine the actual number of students present at a given time.
2. Instructional areas will be monitored to determine the effectiveness of curriculum products. An account of numbers of students occurs again at these times.
3. Other student accounting information sources (Student Attendance Rosters) have become available, so that student accounting data may now be derived from a variety of sources and compared.

The obvious implication is that instructors must exercise caution in their stamping procedures in order that other reporting systems are not contaminated by data which is not accurate, and that students receive the amount of money to which they are entitled.

1. Do not take this document lightly. After all - it is the basic instrument of the student accounting system.
2. Do not overstamp unless you are a counselor, career guidance person, student advisor, or are involved with scheduled student personal development activities. Other activities (such as parent/teacher conferences) also occur for which staff have been specifically authorized to overstamp. These are known to the authorized personnel.
3. Be sure you have your personal stamp with both the curriculum area number and your initials. A curriculum area stamp alone is not sufficient. It is necessary for purposes of Student Accounting, Cost Accounting and the control of other variables, that each mod (or partial mod) be stamped by specific Curriculum Area number rather than, for instance, "BTS".
4. Be sure you are the only person using your stamp. It is advisable to keep this stamp where only you have access to it.
5. In case of loss notify the data supervisor and the occupational area coordinator immediately and a new and different stamp will be issued.
6. Since there are a number of ways a student's absence can be known, stamp only for persons present for a minimum of 45 minutes. Conflicting student attendance reports may trigger an audit.
7. Where a student shares time between your area and another, a slash (/) and two stamps are necessary.
8. In the event that a time card is lost, students should obtain a new one from the Scheduling Aide. They then should have their instructor fill in time attended to date.
9. Note at the bottom of time cards if a meeting is cancelled by Career Guidance or some other area, identifying the specific area cancelling the meeting.

STUDENT NAME
CLOCK NUMBER 3652-01 WEEK ENDING 11/15/74

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A 8 - 9	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER
B 9 - 10	26 FOOD SER	80 COUNSEL	26 FOOD SER	26 FOOD SER	26 FOOD SER
C 10 - 11	26 FOOD SER	80 COUNSEL	26 FOOD SER	26 FOOD SER	26 FOOD SER
D 11 - 12	26 FOOD SER	81 MEETINGS	80 COUNSEL	26 FOOD SER	26 FOOD SER
E 1 - 2	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER
F 2 - 3	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER
G 3 - 4	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER

9 1
9 1
6 week

STUDENT NAME GREEN JANICE DATE 12/20/74 90
CLOCK NUMBER 3639-02 WEEK ENDING 12/20/74 CLOCK NUMBER 3639-02

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CURRICULUM VARIANCE			
						MISSED		ATTEND	
						NO.	HRS	NO.	HRS
A 8 - 9									
B - 10	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING				
C 0 - 11									
D 1 - 12									
E 1 - 2	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING				

(for use by Data Center)

STUDENT ATTENDANCE ROSTER

Description and Purpose

The Student Attendance Roster is a computer printout which lists students alphabetically by time module for each instructional area. It has provisions for the instructor to mark students present, absent or validated in five columns, one for each working day of the week. See the attached completed Student Attendance Roster.

The purpose of the roster is to:

1. Control class loading in order to prevent under and overloading.
2. Provide instructor feedback on student attendance.
3. Provide a cross reference to time cards.
4. Provide additional attendance input used to determine attendance variance.

How the Roster Fits into the System

Instructors are furnished with an attendance roster each Friday afternoon by the Data Center. The roster is up to date as of the previous Wednesday and hand corrected to current date, and furnishes a class list of students, indicating those who are to be present and when. The information contained on the roster reflects that compiled from student time cards and the previous week's roster, fed into the computer system in Butte, and printed out as the Attendance Roster. The Roster furnishes the instructor with class loading information and the instructor, in completing his portion of the roster, furnishes updated information which is fed back into the system.

Specific Procedures for Instructor Use

1. Enter a "P" for present at the end of each module. (See example)
2. Enter "A" for absent at the end of each module. It is advisable for the instructor to fill out the roster at the time the time card is stamped.
3. In the case of a student validating, a "V" should be entered in that and all subsequent modules until the student's name is deleted from the roster.
4. Enter a "D" for students on the roster that have deserted or dropped.
5. An instructor may not allow a student into a class unless the student:
   a. is scheduled on attendance roster, or
   b. presents a special schedule from the Data Center. Students showing up for class but not on Roster are to be referred immediately to the Registrar's office. A "special schedule" authorizing the student's attendance may be issued by that office and hand carried to the instructor. Once a student enters with a special schedule, he is to be listed on the roster (see example). A, P, and V are entered after this student's name as for the regularly scheduled students.
6. If a meeting is cancelled by Career Guidance or Counseling, note it at the bottom of the time card, identifying the area, and sign.

6. The instructor having the primary responsibility for the students must sign the completed roster before the time it is picked up by the scheduling aide.
7. The roster for the forthcoming week will be hand carried to the instructional areas by the last module each Friday.
8. If instructors have unusual circumstances requiring change to class loading, the request should be routed through the Associate Director of Education Services.

STUDENT COMPLETION CALENDAR

Description and Purpose

This document, which is printed on 5-part NCR paper, is for the primary purpose of establishing a firm program completion date for a student. A Calendar, which has been completed, is attached for reference.

How the Calendar Fits into the System

When the student has remaining about 45 working days or roughly 280 class hours, based on SWP and attendance data, the Data Supervisor makes up a completion calendar for distribution to:

1. Student working file.
2. Placement office.
3. Data Supervisor and Student Advisor.
4. Concerned instructional staff.
5. Student.

The Student Advisor then confers with the appropriate instructors concerning the student and the accuracy of the information on the form. The following information on the calendar is derived from a computer printout:

1. Estimated exit date (based on rate of progress against the norm, corrected for attendance).
2. Balance of instruction hours remaining.
3. Hours accomplished.
4. Progress hours versus attended hours (+ or - 100%).
5. Areas yet to be validated.

This computer printout is a compilation of information from a number of sources:

1. SWPs.
2. Student Profile Summary.
3. Time Card.
4. Attendance Roster.

Finally, the Student Completion Calendar is disposed of as follows:

-- Data is compiled into a Student Completion Roster weekly.
-- Individual calendars are filed by the Data Supervisor into a special file for completed students.
-- A check is made to ascertain that the actual student completion date corresponds to the estimated completion date per completion calendar.

A number of departments make use of the calendar. It is of utmost importance to placement and to those involved with recruitment.

PLACEMENT: When the student has 30 days left before exit (22 working days), he is scheduled for interviews with the Placement Officer, and into other completion-oriented activities.

RECRUITMENT: The six state offices and the Administrative Assistant for State Office Operations need to be constantly aware of the need for recruits, such need largely based on the numbers of students leaving the program.

The data on the calendar is compiled weekly into the Student Completion Roster, which comprises names of all students who are to exit within 45 to 30 working days. This Roster is distributed as follows:

Instructional Areas	Editor of the FORUM
Counselors	Ed. Services Director
Career Guidance	Coordinator of Ed. Programs
Six-State Offices & Admin. Assistant for 6 State Operations	Health Education
	Placement
Gymnasium	Data Center
Early Childhood Education	North Star School

Specific Procedures for Instructor Use

Instructors should:

1. In general, cooperate with student advisors in confirming, revising, or updating the completion date by notifying the advisor.
2. Notify, as soon as possible, the Student Advisor by telephone or memo of the names of students who are progressing more quickly than the program average and who may be expected to complete in less than 45 days after entering the occupational area.
3. Notify the Student Advisor of any deviations during the 45 day out mode, such as: a change in the student's progress or attitude that would alter the completion date by five (5) or more working days.
4. Notify the Senior Instructor of any and all changes in student progress that would alter the completion date plus or minus more than one day when in the 22nd working day mode. The Senior Instructor will immediately notify the Student Advisor of such change. Changes in student completion dates at the start of or during the 22nd day exit mode require the approval of the Placement Officer.
5. Calendar changes due to sickness, interviews or schedule changes will be initiated within the Registrar's Office.

As indicated, the Student Completion Calendar is used by a variety of persons for a number of reasons. The instructor provides an important input into the document. Data derived from the SWP, DET, SPR and Time Card provide basic information for the Calendar. Also, as noted above, instructors are responsible to follow the student calendar or a completion schedule and notify the advisor when adjustments are needed.

STUDENT PROGRESS RECORD

Description and Purpose

The Student Progress Record is a listing in outline form of curriculum to the LAP level by component titles with provision for data recording by students and instructors. There is an SPR for each Family Core Curriculum area, both basic and advanced Math and Communication Skills, and for each authorized career job title. An SPR for support areas to job titles also exists. (Note: The SPRs for Math and Communication are used differently than the others.)

The SPR is used to record data not otherwise available. This data is used for administration, which includes student progress monitoring, and for baseline data for research and evaluation purposes, such as curriculum validation.

How it Fits into the System

The Test Center originates the SPR along with the Student Work Plan (SWP) for each student when he is pretested for each curriculum area he enters. The last two columns on the right are for comprehensive pre and post test results which will be filled in by the Test Center. From the Test Center the SPR, with the SWP, goes: (1. staff delivered for FCC; 2. hand carried by student for career job titles; 3. no SPRs at pretest for Foundation Education) to the Data Monitor Office. There it is checked against the master list, quality checked and logged. It is again staff carried to FCC areas and hand carried by students to the career area. In the instructional area it is used as a primary data recording form and is filled out by both student and instructor. It is used as a basis for filling out the Student Work Plan and is one input for filling out the Developmental Employability Traits form (DET).

When students complete the Family Core Curriculum areas, the student delivers his SWP and SPR to the scheduling aide and has his scheduled changed. The scheduling aide then forwards the SWP and SPR to the Data Monitor's Office. After all four areas are completed, the scheduling aide schedules the student to the Test Center for post-testing. The SWP and SPR are hand carried to the Test Center by the student. The SWP and SPR, with test results, are returned to the Data Monitor Office by the Test Center.

As students complete <u>each</u> career curriculum area, the instructor will call the advisor. The student will be instructed to hand carry his/her Student Work Plan and Student Progress Record to the Data Center. A special schedule will be prepared and the student will then go to the Test Center with his/her Student Work Plan and Student Progress Record for cognitive post testing. The Data Monitor Office cannot sign a student's Termination Form without having the SPR and SWP for <u>each area</u> in which he was enrolled. When a student deserts the program, the Registrar will notify the Education Services Division, which will ensure that all SPRs are filled out up to date and forwarded to the Data Monitor Office along with the Student Work Plan.

Specific Procedures for Instructors Use

When the SPR is received in the instructional areas, it should have the student's name and number, pre-test date and comprehensive pre-test scores clearly entered. The curriculum elements prevalidated by the comprehensive test are indicated by a "V" following the score for that component.

In the instructional area the instructor is responsible for the following entries:

1. The instructor enters the date the student began attending the area in the entry date space.
2. The instructor ensures that for each curriculum component the student records:
   a. date component started.
   b. date component completed.
   c. time in hours, to the .5 hour, that the student felt he spent on the component is recorded daily.
3. Include for each LAP or test.
   a. Time for getting materials out.
   b. Study and/or work time.
   c. Tear-down and put-away time.
   d. Time spent on take home work.
4. Do not include time that does not contribute to mastery of the LAP material.
   a. General shop clean-ups.
   b. Coffee breaks and wash up.
   c. Other non-productive tasks.
5. The instructor initials each curriculum component to signify that the above data is entered and that the curriculum component has been validated by the student.
6. The instructor is to enter all instructor given unit pre and post test scores and performance test results (pass or fail) in the sapces provided in the Component Title column of the SPR. In the event a unit cognitive test is failed, enter the scores as always, leaving room for subsequent entries upon retakes. There will be no more than a total of three entries. Treat performance test entries similarly, using "F" or "P" rather than raw scores. (See Appendix D for detailed testing information.)
7. When a block of review time is used by the student that does not fit into LAPs or units, write "review" immediately to the right of the next higher level title (such as unit or course) and have the student enter the review time in the "time spent" column.
8. The instructor monitors to assure that the student records his time daily, insuring accurate and current records. (Note: it is suggested that these daily entries be made on a worksheet copy of the SPR till each component is completed and then transferred to the official SPR. The time may also be recorded on the LAPs or other method preferred by the instructor. The important thing is to maintain good records.)
9. Unit pre-tests are given only at a student's request and when it appears that he may be capable of prevalidation of the unit.
10. Foundation Education will originate a student individual profile for each student with the above information except #3, but including all units pre-tested for #9.

Curriculum Department will periodically monitor each area for, among other things, timely and complete SPR maintenance.

STUDENT PROGRESS RECORD

8/20/75

Name ① _____ Number _____

Curriculum Area 37 AUTOMOTIVE

JOB TITLE: Tune-up and Engine Repair

Entry Date _____

Pretest Date ②

Post Test Date ⑫

Course	Unit	LAP	COMPONENT TITLES	Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials	Pretest	Post Test
		.02	Battery Load Test						
		.03	Testing Cranking Voltage						
		.04	Testing Ignition Coil						
		.05	Testing Secondary Cable Resistance						
.09			Engine Repair						
			Pretest ⑬ Post Test ⑭ Perf. Test ⑮						
	.01		Fundamentals of 4-Cycle Engines	⑥	④	⑤	⑦	③	⑪
			Pretest Post Test Perf. Test						
		.01	Fundamentals of 4-Cycle Engines						
	.02		Engine Construction						
			Pretest ⑧ Post Test ⑨ Perf. Test ⑩						
		.01	Fundamentals of Engine Block						
		.02	Engine Block Construction						
	.03		Valve Train						
			Pretest Post Test Perf. Test						
		.01	Fundamentals of Engine Block						
		.02	Inspecting Cylinder Head						
		.03	Overhaul Over-Head Valve Head						
		.04	Overhaul Over-Head Cam Head						
	.04		Engine Block						
			Pretest Post Test Perf. Test						
		.01	Overhaul Engine Block						
		.02	Cam Shaft						
		.03	Crank Shaft and Bearings						
		.04	Pistons						
		.05	Rods						
		.06	Timing Gears and Chains						
	.05		Lubricating Systems						
			Pretest Post Test Perf. Test						
		.01	Fundamentals of Oil Pumps						
		.02	Testing Oil Pump						
		.03	Replacing Oil Pump						
.12			Parts and Accessories						
			Pretest Post Test Perf. Test						
	.03		Cleaning Parts and Work Area						
			Pretest Post Test Perf. Test						

When the SPR arrives in the Instructional Area it should contain or be filled our as follows:

TC *	①	Student Name and Number
TC	②	Job Title Pretest Date
TC	③	Course Pretest Results (Followed by V for elements prevalidated)
S	④	Date Curriculum Element Started
S	⑤	Date Curriculum Element Completed
S	⑥	Time Spent on Curriculum Element
I	⑦	Instructor's Initials
I	⑧	Unit Pretest Results Only If Element Challenged
I	⑨	Unit Post Test Results
I	⑩	Performance Test Results (P or F)
TC	⑪	Course Post Test Results
TC	⑫	Job Title Post Test Date
TC	⑬	Total Course Pretest Score
TC	⑭	Total Course Post Test Score
I	⑮	Total Course Performance Test Results

Responsibility For Entry

*TC = Test Center

S = Student

I = Instructor

STUDENT WORK PLAN

Description and Purpose

There is a Student Work Plan which lists the Student Terminal Performance Objectives for:

1. Each Family Core Curriculum area.
2. Both basic and advanced Math and Communication Skills.
3. Each job title in the career areas (an SWP also exists for support areas).

The SWP, printed on 3- to 5-part NCR paper, has provision for comprehensive pre and post scores by STPOs and lists curriculum to the unit level to support each STPO. At the unit level the SWP indicates normative student time in hours and has provision for recording:

1. Prevalidation of units by the comprehensive test.
2. Student recorded time from the SPR (Student Progress Record).

Finally, the SWP provides for determining the student's budgeted time for each of his curriculum areas.

The SWP is supported by the SPR and serves as a student data form and data transmittal document. It is used in student planwriting, student progress monitoring, research and permanent records.

How it Fits into the System

The SWP originates in the Test Center along with the SPR when the student is pre-tested for each of his curriculum areas. On it the Test Center records:

1. Student's name.
2. Pre-test date.
3. Comprehensive pre-test score by STPOs and total score.
4. Units prevalidated.

From the Test Center it goes with the SPR, by staff delivery for FCC and student hand carried for career areas, to the Data Monitor Office. (One copy of SWP for Foundation Education.) There it is checked for completeness, quality, logged, percent scores computed and a copy retained for the student folder. The retained copies are used to write the student's plan and for initial computer loading while the remaining copies are again staff delivered to the FCC areas and student hand carried to the career areas. (Staff delivered directly from the Test Center to Foundation Education.) For the FCC areas, the SWP is filled out from the SPR by instructors and returned with the SPR to the Data Monitor Office by the student when he completes or ceases to attend the area. It is staff delivered for deserting students. In Foundation Education the student is pre-tested in the area. The SWP and individual student profile are completed by instructors and hand carried by the student to the scheduling aide.

In the career area, the SWP is used as a student progress transmittal document (information entered by instructors from the SPR), including six week progress reviews and special reviews as needed. As students complete each career curriculum area, the instructor will call the advisor. The student will be instructed to hand carry his/her Student Work Plan and Student Progress Record to the Data Center. A special schedule will be prepared and the student will then go to the Test Center with his/her Student Work Plan and Student Progress Record for cognitive post testing. The Test Center informs the student when to pick up the SWP and SPR to hand carry to the Data Monitor Office, for computing loading, research and permanent records. Again, if a student deserts, the Registrar notifies the Education Services Division and the SWP is staff delivered to the Data Monitor Office.

Specific Procedure for Instructor Use

When the SWP is received in the instructional areas, it should have the student's name, pre-test date, pre-test score by STPOs and a "V" in the parentheses (V) for units prevalidated.

In the instructional areas the instructor is responsible for the following entries:

1. Entry date when the student begins the area.
2. Progress data at designated review dates (dates to be provided by the Data Supervisor) which includes:
   a. for units completed, the student recorded time inside the parentheses, which is the sum of the times recorded on the SPR for LAPs and tests in the unit.
   b. for incomplete units, the student recorded time recorded to the immediate right of the parentheses. This time is the sum of all student recorded time from the SPR for LAPs and tests within the unit. This time is to be current (refer SPR section). A copy of the updated SWP is then forwarded to the Data Monitor.
3. Exit date when the student ceases attending the area.

As students complete each career curriculum area, the instructor will call the advisor. The student will be instructed to hand carry his/her Student Work Plan and Student Progress Record to the Data Center. A special schedule will be prepared and the student will then go to the Test Center with his/her Student Work Plan and Student Progress Record for cognitive post testing.

STUDENT NUMBER (1)

STUDENT WORK PLAN

Name (2)

Rater (3)

Date (Entry) (4) (Exit)

Comprehensive Written Test | Performance Check List | Attitude Check List | Other: Specify

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:
(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.
( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.
( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parentheses

Instructional or Curriculum Area	PRE	POST	PRE	POST	PRE	POST	PRE	POST	COURSE UNITS NEEDED	Est. Time / Act. Time
27 PROFESSIONAL SALESPERSON										
Objectives: Demonstrate an understanding of the fundamentals of good salesmanship and an ability to apply this knowledge in a simulated sales situation.	(5)	3							(24) 07.01 ( ) (15) 07.02 ( )	(9)
Demonstrate an understanding of sales-supporting services provided by wholesale and retail businesses.	(5)	35							(5) 08.01 ( ) (10) 08.02 ( )	(9)
Demonstrate an understanding of advanced concepts and practices of good salesmanship and an ability to apply this knowledge in a simulated sales situation.	(5)	60							(24) 09.01 ( ) (42) 09.02 ( ) (15) 09.03 ( ) (15) 09.04 ( )	(9)
Demonstrate an understanding of the fundamentals of advertising and sales promotion activities and an ability to construct an advertisement for a local newspaper.	(5)	40							(23) 10.01 ( ) (5) 10.02 ( )	(9)
TOTALS	(6)								JOB TITLE HOURS 359 ADJUSTED JTH ADJUSTED SUPPORT HOURS TOTAL ADJUSTED HOURS (11)	Total Est. Time (10) / Total Act. Time

When the SWP arrives in the Instructional Area it should contain or be filled out as follows:

TC	(1)	Student Number
TC	(2)	Student Name
I	(3)	Instructor's Name
I	(4)	Entry Date
TC	(5)	Comprehensive Pretest Scores by STPO
TC	(6)	Comprehensive Score Total
DM	(7)	Comprehensive Score %
TC	(8)	Units Prevalidated by Comprehensive Test (V)
DM	(9)	Estimated Time by STPO
DM	(10)	Total Estimated Time
A	(11)	Total Adjusted Hours

Responsibility For Entry

TC = Test Center
I = Instructor
DM = Data Monitor Office
A = Advisor

(8)

Y: Actual Score / Possible Test Score

Score Necessary to Pre-validate / Possible Test Score

PRETEST	POST TEST
(7) %	%

FOR DATA MONITOR USE

Date updated

STUDENT NUMBER ____

STUDENT WORK PLAN

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parenthese

Instructional or Curriculum Area	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
37 TRANSMISSION MECHANIC										
Objectives: The student will demonstrate knowledge, acceptance, participation, appropriate work relations, job roles and responsibilities.										
The student will practice accident prevention techniques.	12 / 15	12 / 15							(10) 01.01 (1)	
The student will demonstrate mastery of cognitive skills.	244 / 305	244 / 305							(40) 10.01 ( ) (25) 10.02 ( ) (40) 10.03 ( ) (45) 10.04 ( ) (150) 10.05 ( ) (175) 10.06 ( ) (10) 10.07 ( ) (40) 10.08 ( ) (5) 12.01 ( ) (5) 12.02 ( ) (10) 12.03 ( ) (20) 13.01 ( )	
The student will demonstrate skill application.										
The student will demonstrate familiarity with and competence in, the use of tools, equipment and/or materials.	12 / 15	12 / 15							(5) 02.01 ( ) (5) 02.02 ( ) (5) 02.03 ( )	
74.										
TOTALS	335	335		52					JOB TITLE HOURS 590 ADJUSTED JTH ____ ADJUSTED SUPPORT HOURS ____ TOTAL ADJUSTED HOURS ____	Total Est. Time / Total Act. Time

PROGRESS REPORTING ENTRIES TO BE MADE BY INSTRUCTORS

I (1) For Completed Units - Total the time recorded by the student for each LAP in the Unit and enter inside the parenthesis following the Unit Number on the SWP. (X)

I (2) For Units Started But Not Completed - Total all the Student Recorded Time for LAPs in the Unit and record to the right of the parenthesis for that Unit. ( ) X

I (3) Enter the Date of the Update on the lower right corner of the SWP near where it says "FOR PLANNER USE".

Responsibility For Entry

I = Instructor

Y: Actual Score / Possible Test Score

Score Necessary to Pre-validate / Possible Test Score

PRETEST	POST TEST
%	%

FOR DATA MONITOR USE

(3) Date updated _____

78a

79

STUDENT NUMBER _____ **STUDENT WORK PLAN**

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* (2)

Comprehensive Written Test	Performance Check List	Attitude Check List	Other: Specify

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parenthese

Instructional or Curriculum Area 27 PROFESSIONAL SALESPERSON	PRE	POST	PRE	POST	PRE	POST	PRE	POST	COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives: Demonstrate an understanding of the fundamentals of good salesmanship and an ability to apply this knowledge in a simulated sales situation.		3							(24) 07.01 ( ) (15) 07.02 ( )	
Demonstrate an understanding of sales-supporting services provided by wholesale and retail businesses.		35							(5) 08.01 ( ) (10) 08.02 ( )	
Demonstrate an understanding of advanced concepts and practices of good salesmanship and an ability to apply this knowledge in a simulated sales situation.		60							(24) 09.01 ( ) (42) 09.02 ( ) (15) 09.03 ( ) (15) 09.04 ( )	
Demonstrate an understanding of the fundamentals of advertising and sales promotion activities and an ability to construct an advertisement for a local newspaper.		40							(23) 10.01 ( ) (5) 10.02 ( )	

FINAL ENTRIES TO BE MADE BY INSTRUCTORS WHEN THE STUDENT CEASES TO ATTEND AN AREA

I (1) Transfer all student recorded time from the SPR to the SWP.

I (2) Record date student ceased attending an area.

Responsibility For Entry

I = Instructor

(1)

- 75

TOTALS									JOB TITLE HOURS 359 ADJUSTED JTH ADJUSTED SUPPORT HOURS TOTAL ADJUSTED HOURS	Total Est. Time / Total Act. Time

FOR PLANNER USE

Actual Score / Possible Test Score	PRETEST % Change	POST TEST % Change
Score Necessary to Prevalidate / Possible Test Score		

FOR DATA MONITOR USE

89

81

DEVELOPMENTAL EMPLOYABILITY TRAITS FORM

Description and Purpose

The Developmental Employability Traits evaluation form is a one page form, printed on 6-part NCR paper, designed for staff to report selected student affective traits on a three point scale with provision for narrative comments. The DET is used for incident reports as needed and in conjunction with each student's scheduled six week review concerning student progress.

How it Fits into the System

The DET is used both on an unscheduled (referral) basis and according to specific schedule. Unscheduled DETs are originated by any staff member who has opportunity and need to make a student assessment report. These are sent to the Data Monitor, who will forward them to the Registrar for appropriate action and distribution.

The scheduled DETs are originated by the Data Center according to the student six week review schedule list. These are delivered to the areas for instructor completion, picked up again at a specific time, and taken directly to the Data Monitor Office for processing and distribution. One copy is logged into the student folder for use by the Student Advisor.

Specific Procedure for Instructor Use

The unscheduled (referral) DETs are to be used on an as needed basis by instructors and are routed as stated above. Whenever an instructor needs to report an incident, document an incident or rating, or inform another person or division concerning a student, the instructor should use the appropriate part of the DET. Important: The insert in the DET contains instructions for using the rating scale and a set of specific objectives which should be kept in mind and referred to when rating the various traits.

The scheduled DETs will be received by the instructor with student name, date sent out, date due back, and job title the student is working toward already entered. Along with the DET the instructor is furnished with a computer printout showing, for that student, current attended time along with student progress (in terms of normed curriculum time completed) and student recorded time from the previous six week review. Based on the updated student recorded time and student progress time entered on the SWP (see SWP section), the instructor is to make an assessment of the student's updated progress as compared to the attended time on the printout. A difference of about 25% between progress time

and attended time constitutes need for discussion of such difference on the DET, in terms of the student's ability to progress, attitudinal difficulties, reasons for slowness, etc. Also, there may well be implications for the Student Calendar, which the instructor should convey to the Advisor, if a student calendar has already been issued. The rating scales should also be used according to the instructions on the reverse side of the DET form.

Students whose six week review indicates less than 75% progress ratio will be flagged. The Advisor will furnish Senior Instructors with an up to date printout for those students. Pursuant to such notification, Advisors and Senior Instructors will confer with the instructor to determine such action as deemed appropriate. The cause of the discrepancy, and action taken will be added to the student's file in written form.

DEVELOPMENTAL/EMPLOYABILITY TRAITS

Date _____

To: _____ _____ (student), majoring in _____ is scheduled for a plan/progress review. To facilitate this effort please return this form to the Registrar by _____.

Budget Hrs.
Sched. Hrs.
Attend. Hrs.

Please rate each trait by checking the most appropriate box below using the following key:

Very Satisfactory. The student is strong on this trait and further development in this area is not required.
Satisfactory. The student is strong enough in this area to gain and maintain employment in his/her chosen career. Added strength would be helpful but it is not essential.
Unsatisfactory. This is a weak point of the student and requires work. The student might be able to gain employment, but would probably not be able to maintain employment due to this weakness.
Very Unsatisfactory. Because of this problem, the student is unemployable. Improvement is essential.

Individual/Personal Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Appearance				
Self-Concept				
Self-Confidence				
Motivation				
Directedness				
Alcohol Problems				
Self-Control				
Self-Knowledge				
Self-Acceptance				
Flexibility				

Work Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Competence				
Industriousness				
Accuracy				
Responsibility (tasks)				

Relationship Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Cooperation				
Courtesy				
Perseverance				
Social Contact				
Intimacy				
Marital Harmony				

Overall Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Dependability/Reliability				
Responsibility (personal)				
Ambition				

Comments and Recommendations: _____

(*Traits defined on back)

THIS FORM FOR:

__ 6 Week Review
__ Referral - General Information
__ Referral - Immediate Attention
__ Incident Report

(1) File, (1) Counseling, (1) Career Guidance, (1) Occupational Area.

_____
(Instructor Signature)